MR. E. JOHN PHILIPOSE: Is the honourable member personally in complete agreement with the sentiments expressed by the newspaper referred to by him?

RAO BAHADUR RAJYASEVANIRATA DR. N. KUNJAN PILLAI: I only said it was an observation made by a newspaper. I have nothing more to add.

MR. A. THANU PILLAI: Sir, does the Government remaining neutral here mean that it will ultimately accept the decision of the non-official members?

RAO BAHADUR RAJYASEVANIRATA DR. N. KUNJAN PILLAI: I do not say so, Sir.

PRESIDENT: The honourable member has no right to commit Government in that way.

MR K. T. THOMAS: Sir, I accept the amendments of my friend Mr. John Philipose. As for the suggestion that the grant of salaries to the members of this House would necessarily involve the same grant to the members of the Sri Chitra State Council it was reckoned with by me when I gave the accounts. It might be seen that I have drawn on the figures in the budget as estimated for 1113 and taken the figures 42,000 and 6,500, the two items given therein. I put it as 48,500 and I said that the acceptance of the resolution tabled by me would lead to an additional allotment of Rs. 60,000. Evidently therefore it might be seen that I did contemplate the same convenience or the same remuneration being paid to the members of the Sri Chitra State Council as well. Otherwise an additional allotment of Rs. 60,000 would have been unnecessary according to me. Therefore let me make myself clear that the financial commitment to which reference was made by me was in contemplation of the circumstance that the members of the Legislature include not only the members of this Assembly but also the members of the State Council.

The resolution, as amended, was put to the vote of the House and carried.

APPOINTMENT OF GRANT-IN-AID SCHOOL TEACHERS IN GOVERNMENT SCHOOLS.

MR. S. NILAKANTA PILLAI: Sir, I beg to move the following resolution:

That this Assembly recommends to the Government that when appointments are made to teachers posts in departmental schools fifty per cent of such appointments be given to the applicants who have efficiently served in grant-in-aid schools.

Sir, the education which is one of the important functions of the State is carried on by two agencies, the Departmental Agency and also the private agency. Sir, the teachers employed in the private schools and also the teachers employed in departmental schools possess the same qualifications and they discharge the same functions. Yet there is a large difference in the remuneration granted to them. Sir, from an equitable point of view that is not fair. The teachers who discharge the same functions should be given the same pay. The Government must see that both the sets of teachers should be given the same pay.

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[Mr. S. Nilakanta Pillai.]

But under the circumstances it is not possible. But is it not injurious if the private school teachers are not given the same encouragement? Will not the standard of education imparted in private schools be lowered?

Sir, there is the likelihood that if the teachers in the private schools an the departmental schools do not get the same pay, and the teachers in the departmental schools get a higher pay, then there will be no attraction for the teachers in aided schools to work. That will gradually go against the welfare of the pupils getting education in private schools. In order to avoid that contingency, it is advisable that some encouragement should be given to the teachers in management schools. For that purpose, I suggest that when teachers are recruited in Government institutions the claims of teachers in aided institutions should also be considered. At least 50 per cent of such appointments should be given to the teachers in private schools.

Sir, such a course is very necessary because Government consider that in future a major portion of the work of education must be entrusted to private agencies. In view of that fact some attraction may be thrown out to private teachers.

One difficulty in recruiting those teachers to Government schools, I understand, is that there is a large number of acting teachers already in service. Until they are all absorbed it will not be possible to take hands from outside. My submission is that the course I have suggested may be adopted after all the acting hands are absorbed.

Sir, the question of communal representation does not crop up in this connection because the wording in the resolution itself shows that only efficient teachers serving in grant-in-aid schools should be drafted to Government schools.

It is again stated that, if the teachers from aided schools are taken into the departmental schools, that practice will affect the standard or quality of tuition that is being imparted in private schools. Sir, I hold that it will not. When the department appoints teachers, 50 per cent of such posts will be given to teachers in private schools. That would be an attraction for those who remain in the aided schools. Hoping that in due course they will also be absorbed in the departmental schools, they will work assiduously and try to become better teachers.

Then there is this difficulty; how to find efficient teachers in grant-in-aid schools. I submit that efficient teachers should be found out on the recommendation of the management. The Assistant Inspector as well as the Division Inspector will be able to find out from their inspection whether the teachers recommended are teaching well. Such teachers should be enlisted in the Government schools. With these words, I recommend this resolution for the acceptance of the House.

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MR. M. KESAVA PANICKAR (*Neyyattinkara* cum *Trivandrum*): Sir, I rise to support the resolution. I consider that some encouragement should be given to the teachers in private schools by recruiting a certain percentage of them into the departmental schools. I plead for this in the interests of efficiency. The number of private schools, both aided and unaided, comes to more than double the number of departmental schools. We find from the Administration Report of 1111 that there were 1,049 departmental institutions as against 2,589 private institutions.

[*At this stage the President left the Hall and the Deputy President took the chair.*]

We find a greater number of pupils in private schools than in the departmental schools. 57·1 per cent of the students are studying in private schools whereas in the departmental schools only 42·9 per cent are studying. Again, the private schools work better than the departmental schools. We find better results in the public examinations in respect of both the Vernacular and English Private Schools. With these observations, I support the motion.

MR. M. G. MATTHEW (*Karunagapalli* cum *Kartikapalli*): Sir, I have great pleasure in supporting this motion. Sir, it was conceded during the discussion in this House on a former occasion that teachers in private schools should be recruited to Government schools. Incidentally it came to the notice of the House that the results in private schools are far better than the results in Government schools. That is an index practically to the efficient working and the teaching methods of teachers in the private schools. Teachers in private schools do very good work. But they are not in a position to get a handsome salary like the teachers in Government schools. That is a matter which the Government should look into. Government should adopt every conceivable method of encouraging them. The resolution moved by Mr. Nilakanta Pillai is a very good one. That will give them all sorts of encouragement, and to many to whom it will be difficult to enter Government service before the age-limit, it will be an inducement to work in private schools so that they could enter Government schools later on.

The grant given by the department towards the pay of the teachers is not often given to the teachers; and often such grants go to them after long intervals. That difficulty also will be removed if the teachers are allowed to enter the departmental schools. That will give encouragement to very many who have passed out of the schools and Colleges to enter the private schools, and that will to a large extent lessen the pressure and trouble on the departmental authorities. On all considerations, it is desirable that arrangement should be made by which teachers in private schools are allowed to enter Government service according to the proportion mentioned in the resolution.

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MR. N. JOHN JOSEPH (*Nominated*): സർ, ഞാൻ പ്രമേയത്തെ പിൻതാങ്ങുന്നു. ഇപ്പോൾതന്നെ ഏഴാംക്ലാസ് പരീക്ഷ പാസായവർക്ക് ഈ ഡിപ്പാർട്ടുമെൻറിൽ ഒരു സ്ഥാനവും ഇല്ലാതെയാണ് വന്നിരിക്കുന്നത്. ഇങ്ങനെ ഒരു പരിക്ഷ ഇപ്പോൾ വച്ചിരിക്കുന്നതുതന്നെ എന്തിനാണെന്നു തോന്നിപ്പോകുന്നു. ടെക്കനിക്കലായ പഠിച്ചുവന്നതിനു ശേഷമല്ലാതെ യാതൊരുത്തരേയും സ്കൂളിൽപഠിപ്പിച്ചുകൂടാ എന്നു സ്റ്റാത്താംകമ്മറിറിപ്പോർട്ടിൽ കാണുന്നു. അതുപോലെതന്നെ രണ്ടുവർഷങ്ങളായി ആക്ടിംഗ് സർവീസിൽ നിയമിക്കാത്തവരെ ഡിപ്പാർട്ടുമെൻറിൽ പ്രവേശിപ്പിച്ചുകൂടാ എന്നും സ്റ്റാത്താംകമ്മറിറിപ്പോർട്ടിൽ കാണുന്നുണ്ട്. രണ്ടുകൊല്ലത്തെ ആക്ടിംഗ് സർവീസ് കിട്ടിയാൽതന്നെ പ്രവേശനം കിട്ടുന്നതു് എവിടെയാണെന്ന് അതിൽ പറഞ്ഞുകാണുന്നില്ല. ഡിപ്പാർട്ടുമെൻറിൽ വെയിറ്റിങ്ങ്ലിസ്റ്റ് എന്നു ഒന്നുണ്ട്. അതിൽ പ്രാതിനിധ്യമില്ലാത്തവരെപ്പറ്റി സ്പെഷ്യലായി കരുതുക എന്നുള്ള ഒരു വ്യവസ്ഥയുമില്ല. അതിനാൽ സാധാരണ ഡിപ്പാർട്ടുമെൻറുകാർ ചെയ്യുന്നതു് തങ്ങളുടെ സമുദായത്തിൽപ്പെട്ടവരെയോ അല്ലെങ്കിൽ തങ്ങൾക്കു സ്വാധീനമുള്ളവരുടെ സമുദായത്തിൽ പെട്ടവരെയോ ആണ് ഈ വെയിറ്റിങ്ങ്ലിസ്റ്റിൽനിന്നും ആദ്യമായി നിയമിക്കുന്നതു്. അങ്ങനെ നിയമിച്ചതിനുശേഷം അവശസമുദായക്കാക്കു് ആ വെയിറ്റിങ്ങ്ലിസ്റ്റിൽ ഒരു സ്ഥനവും ഇല്ലെന്നാണ് വന്നിരിക്കുന്നതു്. വല്ല പ്രൈവറ്റ് സ്കൂളുകളിലും പോകാമെന്നുവച്ചാൽ അവിടെയും അവക്കു് യാതൊരുസ്ഥാനവുമില്ല ഇങ്ങനെ വെളിയിൽ ഒരു നിലയും കിട്ടാതെ ഞങ്ങളുടെ സമുദായത്തിൽപ്പെട്ട ഏഴാംക്ലാസ് പാസായവർ എത്രപേരുണ്ടെന്നുള്ളതിൻെറ ഒരു കണക്കു് ഗവണ്മെൻറു എടുക്കേണ്ടതാണ്. ഗ്രാൻറു സ്കൂളുകളിൽ പലേടത്തും ഇവർ പകരം ജോലി നോക്കിയിട്ടുണ്ട്. ഡിപ്പാർട്ടുമെൻറിലേക്കു ഇവരിൽനിന്നും ആളുകളെ എടുക്കുമ്പോൾ ഇങ്ങനെ ഗ്രാൻറുസ്കൂളുകളിൽ പകരം നോക്കിയിട്ടുള്ള സർവീസ്കൂടി എടുക്കണമെന്നു ഗവണ്മെൻറിനോടു് അപേക്ഷിച്ചുകൊള്ളുന്നു. ഗ്രാൻറുസ്കൂളുകളിൽ ഇരിക്കുന്ന വാദ്ധ്യാന്മാരെ ഗവണ്മെൻറു സർവീസിലേക്കു് എടുക്കുമ്പോൾ ഏഴാംക്ലാസു പാസായവരെ സംബന്ധിച്ചു പ്രത്യേകമായ ഒരു വ്യവസ്ഥ ചെയ്തു ഇവരെ സഹായിക്കണമെന്നും അങ്ങനെ ഈ ഡിപ്പാർട്ടുമെൻറിൽ ഉദ്യോഗസംബന്ധമായ കാര്യങ്ങളിൽ അവശസമുദായക്കാരെക്കൂടി ഉൾപ്പെടുത്തണമെന്നും ഡിപ്പാർട്ടുമെൻറിനെ ഉൽബോധിപ്പിച്ചുകൊണ്ടു ഞാൻ ഈ പ്രമേയത്തെ പിൻതാങ്ങുന്നു.

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MR. KOTTALIL P. ABRAHAM (*Muvattupuzha* cum *Devicolam*): Sir, I also support the resolution. I believe that the acceptance of the resolution will inspire some of the teachers in the grant-in-aid schools to do their work better. There is some idea among the teachers in grant-in-aid schools that they are inferior to those in the departmental schools. Such an idea will only create an inferiority complex in them. To remove that, the acceptance of this resolution will be of great help. With these words, I support the resolution.

DR. K. L. MOUDGILL: Sir, notwithstanding the reasons that have been advanced by the honourable members in support of the resolution I am sorry that I am not in a position to accept this resolution and that I have to oppose it. In doing so, I wish it to be understood that, as stated by me during the discussion on the motion for the budget grant for the Education Department, I am in general sympathy with the object of the honourable members who have spoken on the resolution.

So far as the teachers in private schools are concerned, even now there is provision in the rules to draft them into Government service through the Public Service Commissioner. The mover of the resolution referred to some of the points which, he said, might be urged against the resolution, and dismissed them by brief references. I do not know how far *his* treatment of *my* case had been convincing to the honourable members. I regret I am not convinced.

This question was before the Sri Mulam Popular Assembly again and again. When urged in 1930, Government enquired into the matter. In their Proceedings on this subject, Government stated that they accepted the principle of throwing open posts in Government schools to teachers in private schools. No percentage was fixed.

In the year 1933, the matter was brought to the notice of the Government as a result of the proceedings of a conference of teachers of private schools held at Mavelikara. The wording of that resolution is identical with the resolution that is now being discussed. That resolution was fully considered by the Director of Public Instruction and the opinion of the subordinate officers was taken. When passing orders, Government said that, so far as the question of recruiting, or giving chances of recruitment, to private school teachers is concerned, there is already provision for the same.

One other point which was urged by the same conference and which is now brought forward relates to exemption from age-bar. There seems to be a certain amount of misunderstanding on that point. For all practical purposes, age-bar does not exclude private school teachers from entering Government service through the Public Service Commissioner. Whereas, for all other purposes age-bar demands that the entrants to Government service should not have completed 25 years of age, for school teachers it is specifically provided, that a person who has obtained a teacher's license before his 25th year will not be affected by age-bar.

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MR. E. P. VARGHESE: May I point out that the age-limit fixed in the case of some teachers is 28?

DR. K. L. MOUDGILL: Yes, Sir. Twenty-five years is the minimum fixed for any kind of teacher. I may say, further, that there is provision in the Code—a provision accepted by Government—that teachers who shall not have completed 25 years of age before applying for license shall not be debarred even if the license is given after they pass the age-limit. Therefore most of the efficient teachers in private schools can apply for recruitment to the public service and they will not be debarred on account of the age-bar restriction.

The House rose for lunch at 1 P. M. and re-assembled at 2 P. M. with the Deputy President in the chair.

MEMBER SWORN IN.

Mr. M. Govinda Pillai took the oath and signed the Rolls.

RESOLUTIONS ON MATTERS OF GENERAL PUBLIC INTEREST.—(*contd.*)

DR. K. L. MOUDGILL: Sir, I have shown that there is already provision for the recruitment of duly qualified persons even if they are teachers in private schools and that the age-bar does not act as a handicap against their getting appointments. During the course of the discussion, certain considerations, which were not very strictly applicable to the entertainment of private school teachers, were stressed. These may tend, as it were, to increase the sympathy on behalf of the private school teachers. Without intending to diminish that element of sympathy, I feel that I am bound in justice, to clear the inconsistent logic that has been advanced.

I admitted, Sir, that the results in Government schools are not so good as in private schools. That has been quoted as equivalent to saying that the results in private schools are very much better than in Government schools. That is a point still to be proved. Even so, from that assumption the argument was advanced that the private school teachers are better teachers than the Government school teachers and for that reason, it will improve the standard of education in departmental schools if they are taken into departmental schools in larger numbers. I do not wish to be tiresome in dealing with that kind of argument, but I wish to submit that the bad results, or the comparatively bad results in the departmental schools, are not necessarily because of the fault of the persons employed therein. I do not agree that teachers in private schools are better than teachers in Government schools. I mentioned on that occasion that there were several difficulties and handicaps in the departmental schools which did not exist for the private schools. To assume, that merely by recruiting teachers from private schools and putting them in the departmental schools would improve the results in the departmental schools is an optimism which I cannot share. I am sure that members of this House will see that it is an optimism not based upon sound logic.

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I suppose it is a fact known to everyone in the House that in the Education Department, as in any other department, there is a list of persons who have put in long and acting service. What I am going to do with those people, is really a problem? Are the members of opinion, that a person, who entered service in the year 1096 or even earlier and who has put in a long acting service but has not so far been confirmed, should be sent out in order to give place to the private school teacher? When a thing is expressed in abstract terms we may readily decide one way or the other. But when actual facts are considered we have sometimes to revise our decisions. I would earnestly request the members to consider carefully whether by passing this resolution they are going to say that people who have been acting in Government schools for a number of years, people whose only source of income has been on account of the intermitant acting service in Government schools, must give way to other persons who are in less paid posts but have been continuously employed during that period in private schools. That is very unfair. I am sure members of the House would not tolerate that state of affairs; they would not vote for such a proposition.

At the same time, let me assure the honourable members that the waiting list need not be a bug bear for the private school teachers. The Public Service Commissioner has definitely stated that the claims of people who have put in an acting service of 3 years and more—will be considered in the matter of appointments as against the people with less acting service. In the case of persons who have put in less acting service—and I believe there is a large number of them they will be given only such consideration as is implied in the fact—that they have had experience in the teaching line. Therefore, the private school teachers with the benefit of a longer service can surely urge their claims with the Public Service Commissioner that they have put in longer experience and on that score their right must be adjudicated.

Let us look at the facts from the latest statistics. It is seen that the total number of persons employed, as teachers in Government Vernacular schools is 7732 for the year 1111 and those employed in similar private schools is 10,029. Is there any hope for all these 10,029 private school teachers, or a large section of them to be absorbed in Departmental schools, even if it be settled that recruitment shall be cent per cent, from the private schools. Only a small fraction will benefit but let us see the psychological effect. A member has pointed out that the teachers in private schools, when they see a chance of getting into the Government service will work all the harder. I do not accept that statement. They will work with an eye to get something else elsewhere. How much attachment they will have to that institution, is a matter for anxious consideration. The members can very easily realise this aspect. What about the private schools who have hitherto had a long contact with their men. In future they will have on their staff a class of persons who would work in those institutions with an eye to get away from them. There is no use in giving people such

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[Dr. K. L. Moudgill.]

mentality. Owing to the attraction of Government service every man will try to enter into service in a private school merely to use this as a jumping off ground. It will not create a good morale among the host of private school teachers. Standards of efficiency in the private schools will diminish. To set apart 50 per cent of the vacancies for people who have fulfilled a certain condition will make the fulfillment of that condition a great qualification. There are now a good number of people who have passed the Vernacular Higher Examination and not satisfied with that qualification have come for training. There are others who having passed the B. A. degree examination are eagerly seeking for training and getting other qualifications. A qualification superior to all these will be that of getting of service in a private school.

Members of the House have very frequently given expression to the statement that the managers are not all what they are. Members of the House have definitely stated on the floor of the House that some of the managers are not treating the teachers under their care fairly. It was also stated that they do not pay anything more than the grant-in-aid which is being given by the Government on behalf of the teachers. In the words of others even the grant-in-aid is subjected to a discount.

MR. E. JOHN PHILIPOSE: Will the member name the individual who stated that the managers do so?

DR. K. L. MOUDGILL: I would refer the honourable member to the debates regarding the enhancement of grant-in-aid by Chs. 14.

I ask, would not this additional qualification of employment in a private school become a paramount basis for entry in Government schools. Will not the teachers actually wish to get into the private service at all costs even without pay to get this all important qualification? That is an important point to be considered.

I may now proceed to a very serious implication underlying this resolution. Members of this House have pressed the claims of backward communities with varying degrees of vehemence. Government have repeatedly given a guarantee that they want to promote the interests of the backward communities as far as they can. In reply to an interpellation, I had to state that, out of some 7,700 teachers in departmental schools, there were only 28 Pulayas. Is the proportion of members of the backward communities in private schools any larger than this? If that is not so and if out of the total number of vacancies that would fall, 50 per cent of them are reserved for to teachers in aided schools, would not that adversely affect the interests of the backward communities? Certain communities have found entry in Government service and private service easier than others. The Public Service Commissioner is going to rectify such defects. If 50 per cent of this recruitment is taken out of his hands and set apart for people of the forward communities in the private schools, the step naturally would detrimentally affact the interests of the backward communities. I do not wish to dwell on this question at greater length.

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I admit that the lot of the private school teachers is hard. I have already shown that the Government have recognised the principle of giving employment to persons who have served in private schools. I have shown that the age-bar restriction is not a very serious obstacle in their way. The form in which this resolution is presented is such that there will be serious difficulties in putting it into practice. The implications of it might go actually against the intentions of those who are in favour of it. In view of the attitude which the Government have already taken, in view of the assurances that I have given on a previous occasion, in view of the fact that the private school teachers will get redress through the Public Service Commission, and in view of the practical difficulties that I have hinted at, I hope the members of the House will agree with me in thinking that no useful purpose will be served in pressing this particular resolution with the specific proportion laid down in it. I hope the member concerned will accept my assurances and see his way not to press the resolution to a division.

MR. A. THANU PILLAI: Sir, I wish to make a few observations on this resolution. The demand now made under this resolution is that the private school teachers should be recruited for service in the departmental schools. To me, it appears the proper way to solve the difficulty that has given rise to this motion is not exactly by acceeding to this request, but by removing those conditions that underlie or that form the basis of, this resolution. A few days ago I told the House that the Government are really maintaining two sets of teachers in the Vernacular schools especially primary schools, one paid directly by them and the second paid by them through private agencies. Practically that is what is obtaining in the State. I concede that there are here and there a few private managements that contribute something from their pockets towards the pay of the teachers under them and even then it is not anything that is substantial. Beyond that, so far as the remuneration of the teachers in Vernacular schools especially primary schools is concerned, every thing comes from the treasury. There is no justification for our maintaining two sets of teachers, one on Rs. 8 and the other on Rs. 15 a month to do the same kind of work. That is an anomaly which the Government are bound to remove. There is no meaning in saying that the managements should contribute so long as Government is not able to make the managements contribute. My point is that the Government should contribute and they should end such managements. Now we are going to have a University and this is the proper time for reorganising the whole educational system effecting such changes as are necessary or desirable. Proposals have been made that vernacular education, especially primary education, should be undertaken by local bodies. I ask the question what Government have done to bring into existence such local bodies. It is the duty of the Government to bring into existence such local bodies. That is the first thing for Government to do. Local bodies may be brought into existence which will have funds of their own collected locally which funds may be augmented with Government contribution. Where it is not possible to bring into existence such local bodies, then Government must contribute more liberally, the

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[Mr. A. Thanu Pillai]

necessary funds or distribute whatever funds are available in such a way that all the teachers are placed on more or less one the same footing with regard to their remuneration. There are a very large number of private schools. If these schools are run in the interests of education and if the managements find it difficult to contribute the necessary funds, then they should be prepared to hand over the institutions to the department. I think if a proposal is made, if a well-conceived scheme is put forward by Government whereby all these school teachers will be treated equally, then managements which are not able to contribute may be expected to be ready to hand over the buildings and premises to the department. After all what do they gain by retaining these schools? If in the case of any school the management is not able to contribute adequate funds and is not prepared to hand over the building and premises, the locality must be asked to provide the necessary site and building for the purpose and if it is coming forward Government should take them over. There may be some difficulty. But the question is not one that cannot be satisfactorily solved.

MR. C. V. CHANDRASEKHARAN (*University Special Officer*): Is it the opinion of the member that the pay of vernacular school teachers should be reduced from Rs. 15 to Rs. 8?

MR. A. THANU PILLAI: My suggestion is this. Let us consider what funds are available at our disposal for primary education. Let us also consider the number of teachers that have to be paid with those funds. Then let us distribute that available amount equitably among them. I have no hesitation in advocating that. The present scale of pay Rs. 15-18 may have to be reduced but at the same time, Rs. 8 will be correspondingly increased. Instead of paying a set of teachers Rs. 15-18 and another set Rs. 8 only, why not we give all of them a pay below Rs. 15-18 and above Rs. 8. What is the harm? When 60 or 70 per cent. of the teachers are serving on Rs. 8 and 40 or 30 per cent alone are serving on Rs. 15 why not resort to a more equitable adjustment? I do not know why the special Officer should try to frighten me by putting that question as if I would stand condemned when I say that the present pay of the Departmental School Master may if necessary, be reduced so that the present aided school masters' condition may be ameliorated. Why should there be a majority of teachers on Rs. 8 and a minority on Rs. 15? Let all be on the same footing. That is my proposition. But I do not suggest the reduction of the present scale of pay of the departmental teacher if it is not absolutely necessary and if adequarte funds can be made otherwise available to raise the condition of the teachers who are now working in aided schools to that of the departmental school teachers. My suggestion is that something should be attempted in that direction without delay. Then inferiority complex of the aided teachers will be removed. Let us have some practical workable scheme. This is is the proper time for that. I hope the department will consider my suggestion, try to evolve a scheme. The aided school teacher serves on Rs. 8 not because it is

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enough for him, not because he does not deserve more but because he has no otother go. This is not the way in which we should treat our teachers who are to teach our children. The existing state of affairs should be put an end to.

I also agree that the Director will meet with considerable difficulty in accepting the resolution as it is brought forward. At the same time I have all sympathy for the private school teachers and if the existing state of things cannot be adequately changed in the way I suggested whatever help is possible should be given to the school teachers working in aided schools. I hope the aided school teachers' claim for sympathy and help will be duly considered by the department. But I would certainly recommend to the Government and the department the desirability of considering the suggestions I have made in the earlier part of my speech for the purpose of remodelling the entire department.

MR. T. C. KESAVA PILLAI: ഈ റെസല്യൂഷനെ പിൻതാങ്ങുന്നതിനു മുമ്പായി എനിക്ക് ചില നിർദ്ദേശങ്ങൾ ഈ സഭാസമക്ഷം സമർപ്പിക്കാനുണ്ട്. തിരുവിതാംകൂറിലെ വിദ്യാഭ്യാസം നൂതനമായ ഒരു രീതിയിൽ കൊണ്ടുവരാൻ പോകയാണെന്ന് സ്പെഷ്യൽ ആഫീസർ അവർകളുടെ അന്നത്തെ പ്രസ്താവനയിൽ നിന്ന് നമുക്ക് മനസ്സിലാക്കാം. സമുദായപ്രാതിനിദ്ധ്യത്തെ ക്രോഡീകരിച്ചുള്ള ഒരു ജി. ഒ. വിനെ അടിസ്ഥാനപ്പെടുത്തിയാണ് പബ്ലിക്ക സർവീസ് കമ്മീഷണർ ഇപ്പോൾ വിദ്യാഭ്യാസവകുപ്പിൽ നിയമനങ്ങൾ നടത്തിവരുന്നതു്. ആ തോതിനെ അടിസ്ഥാനപ്പെടുത്തിയാണ് ഇന്നത്തെ പ്രമേയം അവതരിപ്പിച്ചിരിക്കുന്നതും. ഈ പ്രമേയവും ജി. ഒ. വിൽ പറയുന്ന നിർദ്ദേശങ്ങളുംകൂടി ഒന്നായി ആലോചിച്ചു പ്രവർത്തിക്കുന്ന അവസരത്തിൽ ഉണ്ടാകാവുന്ന വിഷമങ്ങളെപ്പറ്റി ഡയറക്ടർ അവർകൾ ഇവിടെ സവിസ്തരം പ്രസ്താവിച്ചു കഴിഞ്ഞു. അതുകൊണ്ട് ഈ റെസല്യൂഷനെ അതേമാതിരി നടപ്പിൽകൊണ്ടുവരുന്നതിനു ഡിപ്പാർട്ടുമെൻറു മേധാവി വളരെ വിഷമിക്കുമെന്നതന്നെയാണു ഞാനും സംശയിക്കുന്നതു്. ഈ സംഗതിയെപ്പറ്റി ക്രിയാത്മകമായി ആലോചിക്കുന്നതിനുമുമ്പു് എനിക്കു പറയാനുള്ളതു് ഇതാണു്. ഏതു രാജ്യത്തേക്കും പ്രാഥമികവിദ്യാഭ്യാസം വളരെ പ്രധാനമായിട്ടുള്ള ഒന്നാണു്. തിരുവിതാംകൂറിൻെറ സ്ഥിതിക്ക അതു വളരെ അത്യാവശ്യമാണു്. പ്രാഥമികവിദ്യാഭ്യാസം നടപ്പാക്കുന്നതിനു പ്രൈമറിസ്കൂളുകൾ ഏർപ്പെടുത്തിയ ആദ്യകാലത്തു ഓരോ പകുതിയിലും ഒന്നോ രണ്ടോ സ്കൂളുകൾ മാത്രമേ ഉണ്ടായിരുന്നുള്ളു. എന്നാൽ ശ്രീമൂലം പ്രജാസഭ, നിയമസഭ, ശ്രീചിത്തിര സ്റ്റേറ്റു് കൌൺസിൽ, ശ്രീമൂലം അസംബ്ലി മുതലായ പൊതുജനപ്രാതിനിദ്ധ്യമുള്ള സഭകൾ വന്നു് അവയിലെ സാമൂജികന്മാർ ഗവണ്മെൻറിനെ പ്രേരിപ്പിച്ചതു നിമിത്തം പെ

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[Mr. T. C. Kesava Pillai.]

ല സ്ഥലങ്ങളിലും കൂടുതലായി പ്രൈമറി സ്കൂളുകൾ സ്ഥാപിച്ചു. ഇപ്രകാരം സ്ഥാപിച്ചിട്ടുള്ള സ്കൂളുകൾ മുമ്പു അവിടെ നടന്നു വന്നിരുന്ന സ്കൂളുകളെ ധ്വംസിച്ചുവരുന്നു എന്നും അറിയുന്നുണ്ട്. ചില സ്ഥലങ്ങളിൽ ഗവണ്മെൻറു സ്കൂളുകളുടെ എണ്ണം കുറഞ്ഞും മാനേജ്മെൻറുസ്കൂളുകളുടെ എണ്ണം കൂടിയും ഇരിക്കുന്നുണ്ട്. അങ്ങനെയിരിക്കുന്നതുകൊണ്ടു സമുദായപ്രാതിനിധ്യതത്വത്തെ ലാക്കാക്കി നിയമനം നടത്തുന്നതിനു അവിടെ സാധിക്കാതെ വന്നിട്ടുണ്ട്. ഇവിടെ ഒരു യൂണിവേഴ്സിറ്റി സ്ഥാപിക്കുന്ന അവസരത്തിൽ തിരുവിതാംകൂറിലെ വില്ലേജ് പഞ്ചായത്തുറ്റ, ലേഷൻ അനുസരിച്ചുള്ള ലോക്കൽബാഡീസ് സ്ഥാപിച്ചു അതു ഏറിയാക്കുള്ളിൽ എത്ര ഗ്രാൻറു കൊടുക്കേണ്ടിവരുമോ അത്രയും ഗ്രാൻറ് അതാതു സ്ഥലത്തിനകത്തു കൊടുക്കേണ്ടതാണ്. അവക്കാവശ്യമുള്ള സ്കൂളുകൾ സ്ഥാപിച്ചു കൊള്ളുന്നതിനു അനുവാദം കൊടുക്കുകയും അതിലേക്കു ആവശ്യമുള്ള പണം ആ സ്ഥാപനങ്ങളിൽ നിന്നതന്നെ വരിയിട്ടോ മറ്റോ പിരിച്ചെടുത്തു കൊടുക്കുകയും ചെയ്താൽ ഈ സമുദായപ്രാതിനിധ്യത്തിനു ഡയറക്ടരുടെ പ്രത്യേക ശ്രദ്ധാപരിശോധനകൾ ഈ മാതിരിയുള്ള വഴക്കിനൊ ഇടയാകുകയില്ല. അങ്ങനെ ചെയ്താൽ രണ്ടും മൂന്നും വർഷം ആക്ട് ചെയ്ത ആളുകളെ വെറുതേ പോകാൻ പറയുകയോ മാനേജ്മെൻറു സ്കൂളുകളിൽ വേല ചെയ്യുന്നവർക്കു ഗവണ്മെൻറു സ്കൂളുകളിൽ പ്രവേശനം കൊടുക്കണമെന്നു പറയുകയോ ചെയ്യേണ്ട ആവശ്യം വരികയില്ല. ഇപ്പോൾ ഏഴാംക്ലാസ് പരീക്ഷയിൽ പാസായ മാക്ക് കുറഞ്ഞവരേയും ആ സ്കൂളുകളിൽ നിയമിച്ചുവരുന്നുണ്ടു. ഗ്രാൻറു സ്ക്കൂൾ അദ്ധ്യാപകന്മാരുടെ കാര്യത്തെ സംബന്ധിച്ചു നിയമസഭാപ്രതിനിധികൾ എന്തെങ്കിലും പറയാതെയിരിക്കുകയാണെങ്കിൽ അവർ പുറത്തിറങ്ങുമ്പോൾ ഈ അദ്ധ്യാപകന്മാർ കൂട്ടംകൂടിനിന്നു വല്ലതുമൊക്കെ പറയുന്നതിനും ഇടയാകുന്നതാണ്. ഗ്രാൻറു സ്ക്കൂളുകളിലായാലും ഗവണ്മെൻറു സ്ക്കൂളിലായാലും ഉദ്യോഗം കിട്ടാതെ അലഞ്ഞു നടക്കുന്നവർ നമ്മുടെ ആളുകളാണു. അവർ സർവീസിൽ പ്രവേശിച്ചാൽ പഠിപ്പിക്കുന്നതു നമ്മുടെ കുഞ്ഞുങ്ങളെയാണു. അതുകൊണ്ടു പ്രധാനപ്പെട്ട ചില വിഷയങ്ങളുടെ ഓരോ വശങ്ങളേയും പൂണ്ടിക്കാണിക്കാൻ വേണ്ടി ഇങ്ങനെയുള്ള റെസലൂഷൻ ഞങ്ങൾ കൊണ്ടുവരുന്നുവെന്നല്ലാതെ അതിൻറെ തത്വത്തെ മുഴുവനും ഗവണ്മെൻറു സ്വീകരിക്കണമെന്നുള്ള അഭിപ്രായക്കാരനല്ല ഞാൻ. പൊതുജനങ്ങളും ഗവണ്മെൻറും യൂണിവേഴ്സിറ്റി സ്ഥാപനം ഏർപ്പെ

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ട്ടുത്താൻ പോകുന്ന സ്പെഷ്യൽ ആഫീസറും അറിയാൻ ഇടവരണമെന്നും ഈ ഉദ്ദേശത്തോടുകൂടി കൊണ്ടുവന്നിട്ടുള്ള ഈ റെസല്യൂഷനെ ഞാൻ എതിർക്കണമോ അതല്ല അനുകൂലിക്കണമോ എന്നുള്ളതു തീരുമാനിച്ചിട്ടുമതി എന്നു നിശ്ചയിച്ചുകൊണ്ടു തൽക്കാലം വിരമിച്ചുകൊള്ളുന്നു.

MR. N. RAMAKRISHNA PILLAI: Sir, it appears to me that there is a great deal of force in the contention that inequalities of treatment exist between the two sets of teachers and that should be done away with. According to the Director of Public Instruction there are 10,000 and odd teachers employed in grant-in-aid schools. Those who are employed will be more than——

MR. PULIYOOR T. P. VELAYUDHAN PILLAI: May I know whether the member supports or opposes the motion?

MR. N. RAMAKRISHNA PILLAI: I do not know why the member is in a hurry to know that. The Honourable Member need not be in a hurry to know what I am going to say. Sir, the contention is that something should be done by Government to better the prospects of those people who are employed in the primary schools. These teachers have got the same type of work as that of the departmental school teachers. And they have no prospect in sight to get a better pay. They have only this eight rupees given by Government and during retirement they have nothing to fall back upon. I do not know what sort of control Government exercises over the prospects of these people. Of course Government is contended by paying a small allowance. If as a matter of fact these teachers are maintained with the allowance sanctioned by Government I do not know why Government should not exercise a better control so as to bring about better prospects by insisting on the managements to provide for Provident Funds or fixity of tenure that may be conducive to the betterment of these teachers. Of course a scheme should be evolved, I submit, in the interests of these unfortunate people by which Government may exercise better control by insisting upon the management to provide facilities for bettering the needs of living or by providing some other means by which their prospects might be improved. It may not be possible to take all these people in Government schools or at least half of them can be taken all at once into permanent service. At the same time I would say that it is high time for Government to evolve a scheme after investigating the conditions under which these people are working so that their lot may be bettered and they may be given fixity of tenure and also something to fall back upon at the time of their retirement. My submission therefore is that Government should take the earliest opportunity to enquire into the conditions existing in grant-in-aid schools with a view to improve the condition of the aided school teachers. With these words I support the resolution.

MR. D. FRANCIS (*Kalkulam cum Vilavankod*): ஸர், எல்லா இருண்டு பள்ளிக்கூடங்களிலும் கவர்மண்டுக்கு லாபமில்லை. எல்லப் பள்ளிக்கூடங்களையும் கவர்மெண்டார் எடுத்து நடத்தவேண்டுமானால் ஆண்டு

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ஒன்றுக்கு கோடிக்கணக்கான ரூபாய் கூடுதல் சிலவாகும். தற்போது தாராளம் வாத்திமார் இருக்கும் சமயத்தில், வாத்திமார்களுக்கு சம்பளம் கூட்டிக் கொடுக்க வேண்டிய விஷயத்தில் மானேஜர்மார் ரொம்ப ரூபாயைத் தரவேண்டிய அபேட்சை நடப்புக்கு வரக்கூடியதில்லை. கவர்மெண்டு வாத்திமார்களுக்குக் கொடுக்கும் சம்பளத்தில் முக்கால் பங்கு கிருண்டு ஸ்கூல் வாத்திமார்களுக்குக் கொடுத்தால் போதும். அதுவும் முடியாமல் போனால், முன் கொடுத்தது போல் பிரைவேட் ஸ்கூல் வாத்திமார்களுக்கு 8ஆ ரூபாயும் கொடுத்து அவர்களைக் கொண்டு நல்ல வேலை செய்யச் சொன்னால் போதுமானது. கிருண்டு ஸ்கூல்களுக்கு மாத்திரமல்ல, கிருண்டு இல்லாத பிரைவேட் ஸ்கூல்களுக்கும் இவ்விதம் கிருண்டு கொடுத்தால் ரொம்ப உபகாரமாயிருக்கும், பிரைவேட் பள்ளிக்கூடங்கள் கவர்மெண்டு ஸ்கூல்களாய் ஆக்க வண்டுமென்பதை நான் அனுமதிக்கவில்லை. ஆதலால் இந்த பிரேமமத்தை நான் பின்தாங்குகிறேன்.

MR. S. NILAKANTA PILLAI: In view of the fact that the Director of Public Instruction accepts the principle contained in the resolution and also in view of the assurance given by him that he would consider the claims of the aided school teachers, I beg leave of the House to withdraw the resolution.

The motion was by leave of the House withdrawn.

PROMINENCE OF MALAYALAM IN THE NEW UNIVERSITY SCHEME.

MR. T. T. KESAVAN SASTRI (*Nominated*): സർ, ഫുവടെ ഉന്നയിക്കുന്ന പ്രമേയത്തെ സഭയുടെ അംഗീകാരത്തിനായി സമർപ്പിച്ചുകൊള്ളുന്നു.

This Assembly recommends to the Government that provision be made for giving the necessary prominence and importance to Malayalam in the proposed University.

സർ, തിരുവിതാംകൂറിന് സ്വന്തമായി ഒരു യൂനിവേഴ്സിറ്റി ഉണ്ടാകാൻപോകുന്ന ഈ സന്ദർഭം പ്രത്യേകിച്ച് മലയാളികൾക്ക് അധികം സന്തോഷം നൽകുന്നതാണല്ലോ. നമ്മുടെ തിരുവിതാംകൂറിന്റെ മാതൃഭാഷ മലയാളമാണെന്നും, ഈ രാജ്യവാസികളിൽ ഭൂരിഭാഗവും മലയാളഭാഷാവ്യവഹാരംകൊണ്ട് ജീവിതം ചെയ്യുന്നവരാണെന്നുമുള്ള വിവരം പ്രത്യേകിച്ച് പറയേണ്ടതായിട്ടില്ല. അന്യഭാഷകളെ അതായത് ഇംഗ്ലീഷ് മുതലായ ഭാഷകളെപ്പോലെ മലയാളഭാഷയ്ക്കും മലയാളസാഹിത്യത്തിനും പൂർവ്വാധികം പുരോഗതിയും അഭിവൃദ്ധിയും വരുത്തിക്കൊണ്ടിരിക്കുന്ന എന്നുള്ളതും സ്മരണീയമായ ഒരു സംഗതിയാകുന്നു. യൂനിവേഴ്സിറ്റി

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